

EXPL 301/302/303/304 Internship

Doug Epp (MRE)
Fall 2017
4 credit hours

Doug.Epp@columbiabc.edu
604-853-3567 local 317

The mission of Columbia Bible College is to equip people for a life of discipleship, ministry, and leadership in service to the church and community.

I. Course Description

The Internship experience provides students with hands-on ministry training, which is an integral part of the learning process at Columbia Bible College. Under an approved Supervisor, interns receive a total of 420 hours (105/credit hour) of on-the-field exposure, training and experience in a practical service assignment.

Prerequisite: EXPL 202 Service Practicum IV, LDRS 201 Intro to Leadership Studies, and 60 hours of college credit.

Students must attend the Internship Orientation at the beginning of or prior to the first semester they have enrolled in EXPL 301. The internship cannot proceed if they don't attend.

II. Course Learning Objectives

By the end of this course, each student will demonstrate:

knowledge of...

- Their personal skills, strengths and potential.
- Potential vocational directions relating to the internship assignment.

Appreciation for...

- A spirit of interdependence and cooperation with the supervisor and co-workers.
- Personal and spiritual growth in their life and ministry.

Ability in...

- Evaluating personality traits and lifestyle as they affect personal growth and ministry.
- Assessing their value system and assumptions about life, people, and ministry.
- Integrating theological knowledge and understanding with practical experience.

- Relating to people, situations and programs.

III. Course Textbooks

Hillman, George M. Jr. *Ministry Greenhouse: Cultivating Environments for Practical Learning*. 2nd ed. The Alban Institute, 2014.

IV. Course Requirements

1) **Meetings with the Director of Service Learning**

You will meet with the DSL for one ½ hour session the week following the Orientation. You will sign up for the first meeting at the Orientation.

2) **Text Book Response – Value 10% - October 13 , 2017**

Read the text and submit a response that includes

1. A one page comment on the most significant thing(s) from the book that you feel will impact your internship experience.
2. Answer the questions following each chapter as described in the guidelines below. Be both succinct and thoughtful in your responses.

Guidelines for answering questions:

1. Chapter 1 – question 1 or 4 (choose one)
 2. Chapter 2 – questions 2 or 4 or 5 or 7 (choose one)
 3. Chapter 3 – question 4 or 5 or 7 (choose one)
 4. Chapter 4 – questions 2, 3, 4 and 5 (do all of these)
 5. Chapter 5 – question 7 (no choice)
3. At the end of the response include a statement confirming how thoroughly you read the book - using a 1 -10 scale (10 being a very thorough reading).

3) **Additional Reading – Value 15% - December 15, 2017**

A minimum of 125 pages per Internship Credit (500 pages total) should be assigned by the on-sight supervisor. If you read more than one book, you can write a response based on an overview of all the reading or on the one book that had the most impact on your internship. The 2-3 page reading response should include:

1. In one paragraph: What was the main idea the author was attempting to make? To what extent was that goal achieved?
2. What were two or three key things you learned from this reading that was relevant to your internship?
3. What were some of the strengths and weaknesses of the material you read?
4. How were you able to use and apply some of the ideas in your internship ministry?

5. Why would or would you not recommend this book(s) to other interns for their reading benefit?
6. At the end of the response include a statement confirming how thoroughly you read the book - using a 1 -10 scale (10 being a very thorough reading).

4) **Theological Reflection** – Value 20% - Date of Closing Interview

Write a Theological Reflection Paper based on an experience of your choice from within your internship. Follow the model as discussed during the Internship Orientation. See Appendix to Syllabus.

5) **Regular Reports** – Value 15% - Due as per Learning Contract

You will decide the exact due dates of your monthly reports when they complete the Learning Contract and it is your responsibility to send the reports in on time. Care should be given to thorough and thoughtful answers. All report forms are available on the website to either be downloaded as a PDF file or to be completed and submitted on-line.

6) **Field Assignment** – Value 40%

You are required to do 105 hours of field work for every hour of credit and you will be evaluated by your on sight mentor/supervisor at the end of the internship process.

7) **Closing Interview** – Marks will be deducted if this is not done in a timely manor

All internships wrap up with a closing interview between the Intern, Supervisor and the DSL. It is up to the student to arrange for a time to do this 1 hour interview toward the end or shortly after the conclusion of the internship.

Assignment Due Date	Assignment	Value of Grade	Hours Expected
September 15	Orientation Seminar	n/a	3
Intern Schedules	Meeting with DSL	n/a	.5
October 13, 2017	Textbook Response	10%	10
December 15, 2017	Additional Reading	15%	7 / credit hour
Closing Interview	Theological Reflection	20%	14
As per Learning Contract	Regular Reports	15%	4 - 6
Intern Schedules	Closing Interview	n/a	1
	Scheduled Field Hours	40%	105 /credit hour

V. Course Outline

Internship Process:

- 1) Students register for at least one credit of Internship. You need to register for at least one credit for every semester in which you are completing your internship until you reach your total number of credits for the internship.
- 2) Students attend the Internship Orientation either before or at the beginning of their first semester of internship. The internship cannot continue without attending the orientation.
- 3) Students meet with the Director of Service Learning (DSL) to discuss the type, location and timing of the internship placement.
 - a. This meeting should happen the week following the Orientation
- 4) Once a placement has been confirmed, students meet with their on sight mentor/supervisor to complete the **Learning Contract**.
 - a. This should be completed as soon as a potential internship assignment is decided upon.
 - b. The internship placement is not final until the learning contract is handed in and approved by the DSL
- 5) Students and Mentor/Supervisors submit regular **reports**. Each student along with their supervisor determines their own specific due dates when completing the Learning Contract:
 - a. For those doing their internship from two semesters up to a full calendar year, a total of five reports are due from the intern and 3 from the supervisor.
 - b. For those doing their internship in the summer or over one semester, a total of three reports are due from both intern and supervisor.
 - c. For internships longer than a year – talk to the DSL re: the number of reports.
 - i. It is up to the student to make sure that their Supervisor is aware of this schedule.
- 6) In addition, students and Mentor/Supervisors also submit the **Comprehensive Evaluation** to the DSL a minimum of two days prior to the closing Interview.
- 7) Submit all assignments as outlined above in “Course Requirements”.
- 8) An Internship Closing Interview is scheduled at the conclusion of the internship
 - a. The intent of this meeting is to bring your internship experience to an end by spending some time evaluating what took place.
 - b. The student should contact the DSL to schedule the interview for a time when the DSL can meet with both the intern and supervisor for approximately one hour.

- 9) The final grade is submitted to the Registrar's office following the Closing Interview. If an internship placement runs for more than one semester the student's transcript will show an "Incomplete" until the final closing interview is completed at the end of the internship.

VI. Academic Policies

For all CBC Academic Policies please refer to the Academic Manual on the CBC website. Students are expected to be informed about these policies, particularly the following:

- Attendance Policy
- Late Assignment Policy
- Academic Integrity
- Grading Grid
- Disability Support Policy
- Temporary Accommodations Policy for Medical Emergency, Bereavement, and Mental Health Crises

VII. Special Instructions

The primary criteria for an acceptable internship credit would be:

1. The experience must be completed after the Internship Orientation.
2. The experience needs to fit with the students CBC major and life goals.
3. The internship must be overseen by a qualified mentor/supervisor.
4. The setting needs to provide an opportunity for the student to learn and not just do.
5. The experience needs to provide an opportunity for the intern to live out their faith and apply what they have learned in the classroom context.

Manuals/Forms/Reports

All the needed information to properly complete your internship is available for download on the CBC Web Page at columbiabc.edu. Under the "Academics" link go to "Service Learning" and then "Internship

VIII. Selected Bibliography

Crimmel, Hal. *Teaching in the Field: Working with Students in the Outdoor Classroom*. U of Utah P, 2003.

- Elyer, Janet and Dwight E. Giles, Jr. *Where's the Learning in Service-Learning?* Jossey-Bass, 1999.
- Esau, John. *Understanding ministerial leadership: essays contributing to a developing theology of ministry.* Institute of Mennonite Studies, 1995.
- Fuder, John Edwin. *Training Students for Urban Ministry: An Experiential Approach.* Wipf and Stock Publishers, 2001.
- Goosen, Richard J. *The Christian entrepreneur: insights from the marketplace.* Trinity Western UP, 2006.
- Guinness, Os. *The Call: finding and fulfilling the central purpose of your life.* Word, 1998.
- Hardy, Lee. *The fabric of this world: inquiries into calling, career choice, and the design of human work.* Eerdmans, 1990.
- Hill, Alexander. *Just Business.* IVP Academic, 2008.
- Hunter, Victoria L *Desert Hearts and Healing Fountains.* Chalice Press, 2003.
- Krabill, James R. *Mission Dei: Exploring God's work in the world.* Mennonite Mission Network, 2004.
- Krabill, James R, and Stuart W. Showalter. *Students Talk about Service.* Mennonite Mission Network, 2004.
- Kroeker, Wally. *God's week has 7 days: Monday musings for marketplace Christians.* Herald Press, 1998.
- Milnes, Joan. *Field Work Savvy: A Handbook for Students in Internship, Co-operative Education, Service-Learning and Other Forms of Experiential Education.* Pleasant Word, 2003.
- Mother Teresa. *One Heart Full of Love.* Servant Books, 1988.
- Palmer, Parker J. *Let your life speak: listening for the voice of vocation.* Jossey-Bass, 2000.
- Ramsay, Nancy J. *Pastoral Care and Counseling.* Abingdon Press, 2004.
- Sandborn, Mark. *The Fred Factor: How Passion in Your Work and Life Can Turn the Ordinary into the Extraordinary.* WaterBook Press, 2004.
- Small, Richard F., and Laurence R. Barnhill. *Practicing in the New Mental Health Marketplace: Ethical, Legal, and Moral Issues.* American Psychological Association, 1998.
- Smith, Gordon T. *Courage and Calling.* InterVarsity Press, 1999.
- Smith, Gordon T. *Called to Be Saints: An Invitation to Christian Maturity.* IVP Academic, 2014.
- Stanley, A., Reggie Joiner, and Lane Jones. *7 Practices of Effectives Ministry.* Multnomah, 2004.
- Stevens, R. Paul. *Doing God's Business.* William B. Eerdmans, 2006.
- Stevens, R. Paul. *The Other Six Days.* William B. Eerdmans, 1999.
- Tan, Siang-Yang. *Full Service: Moving from Self-Serve Christianity to Total Servanthood.* Baker Books, 2006.
- Tieger, Paul D., and Barron-Tieger, Barbara. *Do What You Are.* Little, Brown and Company, 1995.
- Whitehead, James D. and Evelyn Eaton Whitehead. *Method in Ministry.* Sheed & Ward, 1995.
- Wilkes, Gene. *Jesus on Leadership: Becoming a Servant Leader.* Tyndale House, 1998.

Service Learning books relating specifically to: BIBLICAL STUDIES

- Blanks, Andy. *The 7 Best Practices for Teaching Teenagers the Bible.* youthministry360, 2012.
- Melick, Richard R, and Shera Melick. *Teaching That Transforms: Facilitating Life Change Through Adult Bible Teaching.* B&H Academic, 2010.

Richards, Lawrence & Gary Bredfeldt. *Creative Bible Teaching*. Moody Press, 1998.
 Wilhoit, Jim & Leland Ryken. *Effective Bible Teaching*. Baker Book House, 1988.

Service Learning books relating specifically to: YOUTH WORK

Clark, Chap and Kara Powell. *Deep Ministry in Shallow World*. Zondervan, 2006.
 Custom Discipleship. *Giving of Yourself as Jesus Did: Small Group Discipleship Study for Youth*.
 Cook Communications, 1999. (use resource to lead 5 small group sessions).
 Fields, Doug. *Help I am a Student Leader: Practical Ideas and Guidance on Leadership*. Youth
 Specialties, Zondervan, 2005.

Service Learning books relating specifically to: CARE-GIVING/COUNSELLING:

Nouwen, Henri J.M. *Adam: God's Beloved*. Orbis Books, 1997.
 Vanier, Jean. *Becoming Human*. Paulist Press, 1998.

Service Learning books relating specifically to: INTERCULTURAL STUDIES:

Elmer, Duane. *Cross-Cultural Servanthood: Serving the World in Christ-like Humility*.
 Intersity Press, 2006.
 Hoksbergen, Roland G. *Serving God Globally: Finding Your Place in International Development*.
 Baker Academic, 2012.
 Willis, Avery T. Jr. & Henry T. Blackaby. *On Mission with God: Living God's Purpose for His Glory*.
 Broadman & Holman, 2002.

Service Learning books relating specifically to: WORSHIP ARTS

Baloche, Paul, Frank . Jong, and Cory Reynolds. *Leading Worship: Pastoring People and
 Developing Skill*. Leadworship.com, 2011.
 Croft, Brian. *Gather God's People: Understand, Plan, and Lead Worship in Your Local Church*.
 Zondervan, 2014.
 Hogan, Blaine. *Untitled: Thoughts on the Creative Process*. 2nd ed. Kindle ed., Creative
 Collective, 2012.
 Laberton, Mark. *The Dangerous Act of Worship: Living God's Call to Justice*: InterVarsity Press,
 2007.
 L'Engle, Madeline, *Walking on Water: Reflections of Faith and Art*. North Point Press 1995.
 Navarro, Kevin J. *The Complete Worship Leader*. Baker Books, 2001.
 Noland, Rory. *The Heart of the Artist: A Character Building Guide for You & Your Ministry Tea*.
 Zondervan, 1999.
 Noland, Rory. *Thriving as an Artist in the Church*: Zondervan, 2004.
 Noland, Rory. *The Worshipping Artist*. Zondervan, 2007.
 Scheer, Greg. *The Art of Worship: A Musician's Guide to Leading Modern Worship*. Baker
 Books, 2006.
 Taylor, David. Ed. *For the Beauty of the Church: Casting a Vision for the Arts*. Baker Books, 2010.

Service Learning books relating specifically to: CAREGIVING & COUNSELING

Bueckert, Leah Dawn and Daniel S. Schipani, editors. *Spiritual Caregiving in the Hospital:
 Windows to Chaplaincy Ministry*. Pandora Press, 2006.

IX. Appendix - Theological Reflection Method

The following steps will guide you through the theological reflection process. It is assumed the final product would be a written reflection using the following guidelines:

A. Event (2 pages)

A. Identify / Describe

- a. Identify a very specific event or issue from your internship that would be helpful for you to more fully understand. It could be:
 1. A situation that caused frustration or conflict. A time when you felt a “pinch”, an uncomfortable feeling about how you responded.
 2. Or perhaps it is a belief or conviction that you have held where your present understanding was challenged.

You begin with an event or issue that has raised questions or has somehow been a challenge for you.

- b. Carefully and thoroughly describe the situation/event/issue
 1. This is a case study.
 2. What happened; what you do; how did you feel; how did others respond?

B. Analyze

- a. How did this experience impact you at various levels?
 1. Emotionally, physically, spiritually, intellectually
- b. How did you handle the event?
- c. What assumptions do you carry that caused you to respond the way you did?

e.g. What are my assumptions about conflict that caused me to keep quiet about my opinions?

OR

How does my critical attitude toward others reflect my view of God, my parents or my church?
- d. How well or poorly did you understand the event?
- e. What is this experience teaching you about God, yourself or how you relate to others?
- f. Were there any barriers or conflicts which made the incident or relationship more difficult? If so, name them.
- g. How are various personalities involved in this experience?

C. Clarify

- a. What effect did this incident have on you?
- b. How has this incident affected your perspective and relationships in this context?

- B. Reflection (3 pages)
 - A. Identify the key issue or question
 - a. Identify the “heart of the matter”. What is:
 - i. A key theological question you want to address?
 - ii. Or an issue you want to reflect on?
 - Be as specific as possible.
 - B. Explore
 - a. Answer the theological question or explore the issue
 - b. Draw on scripture, your classes (including fields like psychology and sociology), reading, research, experience and faith tradition to explore the theological question
 - c. Suspend judgment and forget that you already know the “answer” to the decision you face.
 - i. You have to approach it with the attitude that there is still something that can be learned.
- C. Further Insight / Decision
 - A. Conclusions (1-2 pages)
 - a. Write your conclusions, answering the question, “What did God teach you as a result of reflecting on this experience?” The answer may include things like:
 - 1. New insights into how to respond in a similar situation
 - 2. A new understanding of yourself
 - 3. A new theological perspective
 - 4. A new understanding of an issue
 - 5. A new understanding of God
 - 6. A new focus on the way you live life
 - b. Finally clarify if there would be anything you would do differently based on the reflection process you have just completed.